

University of California, Irvine

Ph.D. in Education Student Handbook

Revised December 23, 2008

UC Irvine Ph.D. in Education Student Handbook

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MESSAGE FROM THE CHAIR

Congratulations on your acceptance into the Ph.D. Program in Education at the University of California, Irvine. You are beginning your doctoral studies in the most prestigious university system in the nation at a time of exciting advances in educational research and practices.

The UCI Ph.D. in Education is designed to prepare you to address the significant challenges of the 21st century, including the need to be responsive to changing demographics and increased cultural and linguistic diversity, the need to match the priorities on accountability and assessment with advances in our understanding of cognition and learning, and the need to maximize the potential of digital media to support social and educational development.

We expect that you will contribute to the growing body of research literature in these areas and emerge from this program an accomplished scholar in your chosen specialization.

Both faculty and staff in the UCI Department of Education are awaiting your arrival. We are looking forward to supporting you in your studies and benefiting from the contributions you will be making to the field of education.

To help you navigate the department and the program, we have prepared the following Student Handbook. Revised periodically, this handbook is intended to provide foundational knowledge about courses, procedures, policies, and resources that you will experience during your time as a doctoral student. Please read thoroughly and keep as a reference.

Welcome to the program.

Deborah Lowe Vandell, Ph.D.
Professor and Chair

Mission Statement of UC Irvine Department of Education

The Department of Education seeks to promote educational success and achievement of ethnically and economically diverse learners of all ages through our collective research, teaching, and service activities that foster learning and development in and out of school.

GETTING STARTED

Accepting Admission

Once the university has sent notification of program acceptance, students should proceed as follows:

Complete the Statement of Intention to Register (SIR) on-line.

<http://www.rgs.uci.edu/grad/newadmits/SIR.htm>

Students who are California resident should complete the Statement of Legal Residence (SLR).

<https://www2.reg.uci.edu/slr/Welcome.do>

Students who are not California residents should visit the UCI Registrar's site for residency information.

<http://www.reg.uci.edu/registrar/residence/>

International students should visit the following websites for information about university requirements:

General Requirements for International Students:

http://www.rgs.uci.edu/grad/newadmits/foreign_info.htm

Internal Revenue Service information: <http://www.irs.gov/>

US Citizenship and Immigration Services:

<http://www.uscis.gov/graphics/index.htm>

UCI International Center: <http://www.ic.uci.edu/>

Financial Support: FAFSA

All U.S. Citizens and U.S. Permanent Resident graduate students who wish to receive any form of financial support (including university fellowships) from UCI are required to submit a Free Application for Federal Student Aid (FAFSA) each year. (See section on FAFSA in Financing Your Studies on page 10.)

International students do not need to complete a FAFSA.

Students applying for need-based financial aid and/or federal loans must also submit any documents as requested by the Office of Financial Aid and Scholarships.

FAFSA Information and form: <http://www.rgs.uci.edu/grad/newadmits/FAFSA.htm>

Fellowship Acceptance

Students who have been admitted and awarded a UCI Fellowship by their academic department must fill out and submit a UCI Fellowship Acceptance form.

Fellowship Acceptance Information and form:

<http://www.rgs.uci.edu/grad/newadmits/fellowship.htm>

Electronic Funds Transfer (EFT)

Students who are receiving financial aid may arrange to have their funds deposited automatically to their bank account (Direct Deposit: DEFT).

DEFT Information: <http://www.ofas.uci.edu/content/ReceivingAid.aspx?nav=5>

Graduate Student Housing

The University of California, Irvine guarantees an offer of on-campus housing to every newly-admitted, full-time Ph.D. student. There are four apartment communities on the UCI campus that serve graduate students:

[Palo Verde](#) and [Verano Place](#) are part of Student Housing and serve graduate students and families.

[Vista del Campo](#) and [Vista del Campo Norte](#) are privately owned and managed communities that serve single students.

Graduate Student Housing information: <http://www.housing.uci.edu/graduate/>

Graduate Student Health Insurance (GSHIP)

Health insurance coverage is mandatory for all graduate students. UCI offers 12-month coverage; premiums are assessed each quarter on the registration fee statement.

Students who are covered by an approved health insurance plan through work, parent, or spouse can apply for a GSHIP waiver prior to paying fees.

GSHIP Information and forms for GSHIP and GSHIP waiver:

<http://www.rgs.uci.edu/grad/newadmits/gship.htm>

UCInetID

Each student who enters UCI is assigned a unique UCInetID, which becomes the entry through the gateway of UCI's various electronic services and resources. The UCInetID must be activated by the student.

Information on activation: <http://activate.uci.edu/activate/menu.html>

UCI Student ID Card

A UC Irvine photo identification card is required when conducting business with many University offices, e.g., the UCI Libraries and UCI Recreation Facilities.

The first ID card is free. A replacement card costs \$10.

Information for obtaining a UCI Student ID Card:

<http://www.asuci.uci.edu/ucitems/photoid/index.php>

Library Access

The UC Irvine campus has two major library facilities: the Langson Library and the Science Library with more than 2.7 million volumes and subscriptions to more than 47,000 print and online journals and scholarly resources. The Libraries also maintain a collection of 2.3 million microforms -- as well as more than 114,000 cartographic and graphic materials, computer files, audio recordings, films, and videos.

ANTPAC (online catalog) provides access to licensed Web-based bibliographic and full-text resources (including electronic journals, e-books, reference works, and other useful subject resources).

The MELVYL catalog connects users at UCI with the vast resources of the University of California library system.

Desktop computers are available for general use in the libraries, and wireless access is available throughout all library facilities.

Library users must have a valid library card to check out material. An individual library card is for personal use only and may not be loaned or transferred.

Students must activate their library card in person at any of the UC Irvine Libraries Loan Desks using their UCI student ID card.

Information for activating a library card is available at:

<http://www.lib.uci.edu/services/borrowing/getting-a-library-card.html>

Document Delivery Service (DDS)

Document Delivery Service (DDS) delivers library materials to eligible UCI faculty, graduate students, and administrators on the UCI campus.

Ph.D. in Education students may receive their materials at their Department of Education mailbox (see section of Graduate Seminar Room Mailboxes on page 8).

Information for signing up for DDS:

<http://www.lib.uci.edu/services/dds/document-delivery-service.html>

Parking and Transportation

All students who park vehicles on the UC Irvine campus are required to display parking permits.

Parking permits may be purchased at the Parking and Transportation Office using cash, check, Visa, or MasterCard or purchased on-line.

Parking Information: <http://www.parking.uci.edu/>

Enrolling in Courses: WebReg

WebReg is an interactive enrollment system that allows all students at UC Irvine to enroll in classes via the web.

Students cannot enroll until the Office of Graduate Studies has received and processed the Statement of Intent to Register (SIR) and the Registrar has received and processed the Statement of Legal Residence (SLR).

Students need to provide their UCInetID to access WebReg.

Information about WebReg: <http://www.grad.uci.edu/newadmits/webreg.htm>

Enrollment Deadlines

UCI posts yearly schedules for enrolling and paying fees by the enrollment deadline.

Enrollment Deadline Information: <http://www.grad.uci.edu/newadmits/webreg.htm>

Paying Fees

Zotbills are detailed quarterly billing statements itemizing University charges and credits, including financial aid, and graduate support, account adjustments, and payments posted to the account during the billing period.

Students need to enter their Student ID number, [UCInetID](#) and password to access their ZOT account.

Credit card payments are not accepted.

Information about ZOT Accounts: <https://zotaccount.uci.edu/>

PACE Payment Plan

PACE is an installment plan for paying registration fees at UCI. See additional PACE information under Financing Your Studies on page 10.)

Information about PACE: <http://www.fs.uci.edu/cbs/pace/toc.htm>

Academic and Administrative Calendars

UCI publishes yearly academic and administrative calendars.

UCI Ten-Year Academic Calendar:
<http://www.reg.uci.edu/calendars/academic/tenyr-07-17.html>

Student Responsibility

Students are responsible for remaining informed, fulfilling registration and fee payment responsibilities, and knowing and following relevant policies and procedures.

GRADUATE STUDENT SUITE

2005 Berkeley Place

Space for doctoral study and research has been set aside for student use. The 2005 Berkeley Place Doctoral Student Suite is equipped with an Education library, a doctoral classroom, mailboxes, technology for doctoral dissertation presentation, computers, printer, and basic office supplies. Although course scheduling and doctoral events take priority in the 2005 classroom, students may reserve the classroom for various doctoral study purposes. Students should contact the Graduate Program Coordinator to arrange room reservations or to suggest additional resources. Please note that the Suite is for doctoral student use only; Teaching Assistant consultations should be scheduled in Berkeley Place 3300.

Obtaining a Key to the Graduate Student Suite

Shortly before the first quarter of the program, students are supplied with one key to the 2005 Berkeley Place Doctoral Student Suite. Students sign for and retain the key for the duration of the program and return the key prior to graduation. There is a charge to replace lost or stolen keys (currently \$50.00.) Students are asked to keep the rooms locked when unoccupied, in order to assist the department in securing resources. Daily maintenance of the suite is a student responsibility.

Student Resources in the Graduate Student Suite Workroom

The Graduate Suite Workroom Room is equipped with work space, office supplies, and other useful materials.

Mailboxes in the Graduate Suite Classroom

Student mailboxes are located within the Graduate Suite classroom. Students should regularly check and empty boxes when on campus. Faculty, colleagues, and the Graduate Program Coordinator place course materials in the mailboxes, post notices, and communicate program information. In general, confidential materials should not be placed in mailboxes.

Graduate Suite Library

For student convenience, the Graduate Suite Library is stocked with select books, journals, and other publications specific to the field of Education. (The main library and online resources are typically preferred methods of locating a broader selection of academic resources. See page 6 for UC Irvine Library information.) Procedures for

check-in and checkout of library materials are posted. An honor system is in place. An electronic inventory is planned that can be accessed by program faculty and students.

Computer/Printer

For students who are not in possession of a laptop or need quick access to computing resources, a Macintosh, a Windows PC, and a printer are provided in the Graduate Seminar Room. Students supply their own paper. Internet access is available on both computers.

Hours

The administrative office hours for the Department of Education are 8:00 a.m. to 5:00 p.m. Monday through Friday. In general, the Berkeley Place building is open until 10:00 p.m. Monday through Friday and most Saturdays from 9:00 a.m. to 4:00 p.m. Entry into the building at other times may not be possible. For needs beyond set hours of operation, students should check with department facilities personnel.

FINANCING YOUR STUDIES

Graduate students may qualify for a range of fellowships, financial aid, employment, and other awards to help defray the costs of graduate education. These include:

- **Teaching Assistantships**
- **Research Assistantships**
- **Department of Education Support**
- **Graduate Student Funding Opportunities and Resources**
- **FAFSA**
- **PACE**

Teaching Assistantships

Teaching Assistantships, when available, are offered by the Department of Education for 25% or 50% employment. Benefits for TAs include full remission of education and registration fees, payment of Graduate Student Health Insurance Program (GSHIP – see page 5) fees, participation in the UC Defined Contribution Plan (DCP) for Retirement, and a monthly paycheck commensurate with the percentage of employment.

General information about employment as a teaching assistant can be accessed at: <http://www.rgs.uci.edu/grad/finance/ta.htm>

International students wishing to serve as a teaching assistant who are citizens of a country where English is neither the primary nor the dominant language must demonstrate oral English proficiency.

Information about the English Language Proficiency Requirements for International TAs is available at: http://www.grad.uci.edu/current/esl_tests.htm

Graduate Student Researcher (GSR) Positions

When available, the Department of Education offers graduate student researcher positions to outstanding graduate students who are registered as full-time students.

Benefits for GSR positions include full remission of education and registration fees, payment of Graduate Student Health Insurance Program (GSHIP – see page 5) fees, participation in the UC Defined Contribution Plan (DCP) for Retirement, and a monthly paycheck commensurate with the percentage of employment and the levels of employment. Levels of GSR employment range from I through III, depending upon the student's year in graduate school, whether a student has a master's degree, and whether the student has Advanced to Candidacy.

Department of Education Support

Additional program support may be offered on a competitive basis by the Department of Education, including support for conference presentations. Information about support opportunities will be sent out periodically by the Ph.D. Program Coordinator.

Graduate Student Funding Opportunities and Resources

Information about other graduate student funding opportunities and resources is available at the following web sites:

Office of Research and Graduate Studies:

<http://www.rgs.uci.edu/grad/finance/index.htm>

Office of Financial Aid and Scholarships

<http://www.ofas.uci.edu/content/>

Scholarships

<http://www.ofas.uci.edu/content/Scholarships.aspx>

Free Application for Federal Student Aid (FAFSA)

All U.S. Citizens and U.S. Permanent Resident graduate students who wish to receive *any* form of financial support (including university fellowships) from UCI are *required* to submit **annually** a Free Application for Federal Student Aid (FAFSA) each year.

FAFSA information is available at the FAFSA website:

<http://www.fafsa.ed.gov/>

PACE

PACE is an installment plan for paying registration fees at UCI. Instead of paying the full assessment up front, PACE divides a student's fees into 3 monthly payments. The first payment, due by the registration fee deadline, includes a non-refundable participation fee, which is set on a sliding scale based upon the PACE Plan amount.

The second and third payments are billed to the student on ZOT Account Online. Students re-apply quarterly to continue in the PACE plan.

Information about PACE is available at:

<https://www.fs.uci.edu/cbs/pace/toc.htm>

PROGRAM OF STUDY

Course Requirements

The Ph.D. in Education program of study provides for all students a core knowledge of the requisite educational theory and research, while allowing focus in one of the three areas of specialization: Learning, Cognition, and Development (LCD); Educational Policy and Social Context (EPSC); and Language, Literacy, and Technology (LLT).

Students take a minimum of 18 4-unit courses, which include the following:

- 5 research methods courses (2 required, 2 required among a dual option, and 1 elective)
- 4-5 core courses (2-3 in their own specialization and 1 each from the other two)
- 2 additional courses in their specialization
- A 2-3 quarter directed research sequence (EDUC 295a/b/[c], with c not required of students in the EPSC specialization)
- 3 additional electives

Research Methods Courses

All students will take five courses in research methods and statistics: EDUC 222: Research Epistemologies and Methodologies; EDUC 283: Qualitative Research Methods; either EDUC 241A: Introduction to Educational, Social, and Behavioral Statistics or EDUC 288A: Educational, Social, and Behavioral Statistics; either EDUC 241B: Introduction for Structural Equation Modeling for Educational, Social, and Behavioral Analysis or EDUC 288B: Structural Equation Modeling for Educational, Social, and Behavioral Research; and one additional research methods or statistics course of the student's choosing. The additional course and any other the student chooses to take may be in the Department of Education or other departments on campus and may include courses on survey research, program evaluation, quantitative data analysis, discourse analysis, use of video in research, case study research, qualitative field methods, qualitative data analysis, or advanced statistical analysis.

Research Methods Courses

| <i>Course #</i> | <i>Title</i> |
|-----------------|---|
| EDUC 222 | Research Epistemologies and Methodologies |
| EDUC 241A | Introduction to Educational, Social, and Behavioral Statistics |
| EDUC 241B | Introduction to Structural Equation Modeling for Educational, Social, and Behavioral Analysis |
| EDUC 256 | Critical Case Studies in Education |
| EDUC 262 | Visual Analysis of Social Science Data |
| EDUC 281 | Evaluation of Educational Programs |

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| EDUC 283 | Qualitative Research Methods |
| EDUC 284 | Survey Research Methods in Education |
| EDUC 286 | Discourse Analysis |
| EDUC 287 | Quantitative Data Analysis in Educational Research and Evaluation |
| EDUC 288A | Educational, Social, and Behavioral Statistics |
| EDUC 288B | Structural Equation Modeling for Educational, Social, and Behavioral Research |
| EDUC 289 | Use of Video in Educational Research |
| EDUC 267 | Classroom Research Methods |
| EDUC 265 | Applied Regression Analysis for Education and Social Research |
| | Other courses in statistics or research methodology offered in the Dept. of Statistics, the School of Social Ecology, the School of Social Science, or elsewhere on campus, with the permission of instructor |

Specialization Courses

The specialization core courses are listed in ALL CAPS. Students must take all of these courses in their own specialization and one of these courses in each of the other two specializations. They must also take three additional courses in their own specialization.

Learning, Cognition, and Development Specialization Courses

| <i>Course #</i> | <i>Title</i> |
|-----------------|--|
| EDUC 223 | Learning and Memory |
| EDUC 224 | Social Development and Education |
| EDUC 225 | Learning, Development, and Culture |
| EDUC 227 | Thinking and Learning in Social Contexts |
| EDUC 229 | THEORIES OF HUMAN DEVELOPMENT |
| EDUC 232 | Seminar in Mathematical Cognition and Learning |
| EDUC 233 | Learning Disabilities |
| EDUC 234 | Psychometrics |
| EDUC 235 | Psychology of Reading Acquisition |
| EDUC 236 | Applied Linguistics and Literacy |
| EDUC 237 | Teacher Thinking and Learning |
| EDUC 238 | Special Topics in Learning, Cognition, and Development |
| EDUC 239 | Cognitive Development and Education |
| EDUC 274 | Studies of Professional and Staff Development |
| EDUC 285 | THEORIES OF LEARNING AND COGNITION |
| EDUC 266 | Design of Learning Environments |

Educational Policy and Social Context Specialization Courses

| <i>Course #</i> | <i>Title</i> |
|-----------------|---|
| EDUC 250 | History of School Innovations and Current School Reform Movements |
| EDUC 251 | EDUCATIONAL POLICY AND POLITICS |

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|-----------|---|
| EDUC 252 | Social Organization of Schools and Classrooms |
| EDUC 253 | Culture Change, Acculturation, and School Achievement |
| EDUC 254 | College Access and Persistence |
| EDUC 255 | Immigration and the New Second Generation |
| EDUC 257 | Social Capital and Student Achievement |
| EDUC 258 | Special Topics in Educational Policy and Social Context |
| EDUC 261 | SOCIAL AND CULTURAL FOUNDATIONS OF EDUCATION |
| EDUC 263 | Social and Educational Intervention |
| EDUC 264 | ECONOMIC FOUNDATIONS OF EDUCATION AND SOCIAL POLICY |
| EDUC 275A | School Law and Political Relations |
| EDUC 276B | Studies of School Finance and Political Economy |
| EDUC 277B | School Restructuring and Resource Allocation |
| EDUC 278A | Cultural and Socioeconomic Diversity |
| EDUC 278B | Studies of Diversity and Inequality in Education |

Language, Literacy, and Technology Specialization Courses

| <i>Course #</i> | <i>Title</i> |
|-----------------|--|
| EDUC 210 | LANGUAGE, LITERACY, AND DISCOURSE |
| EDUC 211 | Writing Theory and Practice |
| EDUC 212 | LITERACY AND TECHNOLOGY |
| EDUC 213 | Second Language Learning |
| EDUC 214 | Technology, Education, and Culture |
| EDUC 215 | Visual Literacy |
| EDUC 216 | Language Learning with Digital Media |
| EDUC 218 | Special Topics in Language, Literacy, and Technology |
| EDUC 235 | Psychology of Reading Acquisition |
| EDUC 236 | Applied Linguistics and Literacy |
| EDUC 266 | Design of Learning Environments |

Directed Research Sequence (2 or 3)

All LCD and LLT students will take a three-quarter directed research sequence, ordinarily in their second year of study. EPSC student will take a two-quarter directed research sequence, ordinarily in their second year of study. This will be an independent study sequence taken under the direction of a faculty member who can guide the student's research in the student's chosen area. (This faculty member is likely to be, or to become, the student's dissertation advisor, but that is not a requirement). This research sequence will allow the students to carry out a research project with close faculty guidance leading to a publishable paper (see information on Research Paper further below). This research may be a precursor to or otherwise closely related to the student's eventual dissertation research project, but this is not a requirement of the directed research.

Directed Research

| <i>Course #</i> | <i>Title</i> |
|-------------------|---------------------------|
| EDUC 295 A, B, C* | Directed Research A, B, C |

Electives

Students will take an additional three elective courses. These may come from their own specialization, from the other two specializations, or from other appropriate classes in the Department of Education or in other departments on campus. Independent study courses (e.g., Education 298: Individual Study) are also acceptable.

Course requirements should be completed before the end of three years or the student's advancement to candidacy, whichever comes first.

Exceptions

Exceptions to any of the above requirements are allowed with the signed approval of the student's advisor and program director. Exceptions are usually for one of three reasons. First, students may wish to waive a course requirement due to having taken an equivalent or highly similar graduate course previously. If such an exception is granted, the specific course requirement will be waived, but the total number of courses required (18 4-unit courses) will not be reduced.

A second reason for an exception request is to redesign a program of study to better match a student's research interests. For example, a student might have research interests that cross two specializations, and thus wishes to decrease the specialization courses in one area and add to the number taken in a second area. Requests along these lines will also be considered. Once again, the total number of courses required (18 4-unit courses) will not be reduced.

A third possible reason is that a student may have had extensive prior doctoral training, and thus may wish to reduce the number of overall required courses. Such requests will be considered as well.

All requests should be submitted in writing via an email to the program chair, with a cc to the student's advisor. Students who are requesting waiver of a particular course requirement (i.e., reason number one above) should attach to the email or otherwise provide a copy of the syllabus of the course taken previously.

Course Requirements Listed by Specialization

Learning, Cognition and Development Course Requirements

Students in the LCD specialization must complete 18 4-unit classes within their first three years of study or before advancing to candidacy, whichever comes first.

| <i>Course #</i> | <i>Specialization</i> | <i>Title</i> |
|--------------------------|-----------------------|--|
| EDUC 229 | LCD | Theories of Human Development |
| EDUC 285 | LCD | Theories of Learning and Cognition |
| 3 Additional LCD Courses | LCD | 3 Additional LCD Courses of Student's Choosing |
| EDUC 210 or | LLT | Language, Literacy, and Discourse |

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|--|------|--|
| EDUC 212 | | Literacy and Technology |
| EDUC 261 or EDUC 251 or EDUC 264 | EPSC | Social and Cultural Foundations of Education Educational Policy and Politics Economic Foundations of Education and Social Policy |
| EDUC 222 | | Research Epistemologies and Methodologies |
| EDUC 283 | | Qualitative Research Methods |
| EDUC 241a or EDUC 288a | | Introduction to Educational, Social, and Behavioral Statistics Educational, Social, and Behavioral Statistics |
| EDUC 241b or EDUC 288B | | Introduction to Structural Equation Modeling for Educational, Social, and Behavioral Analysis Structural Equation Modeling for Educational, Social, and Behavioral Analysis |
| EDUC 295 A, B, C | | Three-quarter Directed Research Sequence |
| 3 Electives | | Electives of Student's Choosing |

EDUC 222, EDUC 241a or 288a, and EDUC 241b or 288b, must be completed in the first year of study.

Educational Policy and Social Context Course Requirements

Students in the EPSC specialization must complete 18 4-unit classes within their first three years of study or before advancing to candidacy, whichever comes first.

| <i>Course #</i> | <i>Specialization</i> | <i>Title</i> |
|------------------------------|-----------------------|--|
| EDUC 261 | EPSC | Social and Cultural Foundations of Education |
| EDUC 251 | EPSC | Educational Policy and Politics |
| EDUC 264 | | Economic Foundations of Education and Social Policy |
| 3 Additional EPSC Courses | EPSC | 3 Additional EPSC Courses of Student's Choosing |
| EDUC 210 or EDUC 212 | LLT | Language, Literacy, and Discourse Literacy and Technology |
| EDUC 285 or EDUC 229 | LCD | Theories of Learning and Cognition Theories of Human Development |
| EDUC 222 | | Research Epistemologies and Methodologies |
| EDUC 283 | | Qualitative Research Methods |
| EDUC 241a or EDUC 288a | | Introduction to Educational, Social, and Behavioral Statistics Educational, Social, and Behavioral Statistics |
| EDUC 241b or | | Introduction to Structural Equation Modeling for Educational, Social, and Behavioral Analysis |

| | | |
|---|--|---|
| EDUC 288B | | Structural Equation Modeling for Educational, Social, and Behavioral Analysis |
| One additional Statistics or Methodology Course | | One additional statistics or methodology course of the student's choosing |
| EDUC 295 A/B or EDUC 295 B/C | | Two-quarter Directed Research Sequence |
| 3 Electives | | Electives of Student's Choosing |

Language, Literacy, and Technology Specialization Course Requirements

Students in the LLT specialization must complete 18 4-unit classes within their first three years of study or before advancing to candidacy, whichever comes first.

| <i>Course #</i> | <i>Specialization</i> | <i>Title</i> |
|--|-----------------------|--|
| EDUC 210 | LLT | Language, Literacy, and Discourse |
| EDUC 212 | LLT | Literacy and Technology |
| 3 Additional LLT Courses | LLT | 3 Additional LLT Courses of Student's Choosing |
| EDUC 285 or EDUC 229 | LCD | Theories of Learning and Cognition Theories of Human Development |
| EDUC 261 or EDUC 251 or EDUC 264 | EPSC | Social and Cultural Foundations of Education Educational Policy and Politics Economic Foundations of Education and Social Policy |
| EDUC 222 | | Research Epistemologies and Methodologies |
| EDUC 283 | | Qualitative Research Methods |
| EDUC 241a or EDUC 288a | | Introduction to Educational, Social, and Behavioral Statistics Educational, Social, and Behavioral Statistics |
| EDUC 241b or EDUC 288B | | Introduction to Structural Equation Modeling for Educational, Social, and Behavioral Analysis Structural Equation Modeling for Educational, Social, and Behavioral Analysis |
| EDUC 295 A, B, C | | Three-quarter Directed Research Sequence |
| 3 Electives | | Electives of Student's Choosing |

Exceptions to any of the above requirements may be requested as described above.

FIRST YEAR RESEARCH PROJECT

A first-year research project is a required component of the Ph.D. in Education program. Students during their first year are expected to carry out a small study under the leadership of their advisor. In most cases the study will make use of data already available from the advisor or elsewhere, but the student may collect individual data if he or she wishes. The project will be presented at a poster presentation in fall quarter at the beginning of students' second year of study. Students are required to participate in the poster presentation and to write a paper or proposal suitable for submission to an academic conference. The first-year research project requirement will be considered filled when the advisor has signed a form indicating that the student's project is suitable for presentation at an academic conference.

SECOND YEAR RESEARCH PAPER

During their second year, students must complete a research paper of sufficient quality to merit consideration for publication in a journal in the field of Education (publishable, but not necessarily published). This paper will ordinarily be written at the end of the three-quarter directed research sequence, based on the research conducted in this sequence.

Satisfaction of this requirement will be determined by an evaluation committee consisting of the student's advisor and a second Senate faculty member appointed by the Director of the Ph.D. in Education Program. Should the paper be deemed unsatisfactory by one or both members of the evaluation committee, the student will be given one opportunity to revise and resubmit the paper, as specified by Regulation 467 of the Irvine Division of the Academic Senate.

Completion of the requirement will be certified by the signatures of both committee members on a form designed for this purpose. Students whose research report is not deemed satisfactory by both readers will be recommended to the Dean of Graduate Studies for disqualification from continued enrollment in the doctoral program. Such students may, at the discretion of the Steering Committee be allowed to complete a terminal master's degree in accordance with the requirements of the M.A. program.

THIRD YEAR THEME ESSAY

Students will complete a Theme Essay requirement, in their third year of study. The Theme Essay can take several forms. It can be a publishable conceptual paper that would review the literature in the student's chosen sub-field, and, in doing so, put forth and defend a thesis. It can be a publishable policy paper, which would be similar to a conceptual paper but would focus more on policy. It can be an in-depth course outline that would describe in detail a new course that a student wishes to teach, explain its conceptual underpinnings, and discuss analytically and synthetically its readings and assignments.

This requirement will be fulfilled by approval of the Theme Essay by a committee of two Senate Faculty members in the Department of Education, one of whom is the student’s advisor. The second reader will be appointed by the Ph.D. in Education program director, in consultation with the student’s advisor.

Within 30 days of receipt of the paper, the committee will collectively provide one of three marks: Pass, Revise/Resubmit, or No Pass, and will also provide written commentary to the student. Papers given a Pass successfully complete the requirement. Students who receive a No Pass will be allowed 60 days to revise the paper and resubmit it for a second scoring by the committee. Students who receive a second No Pass will not be allowed to continue in the program.

ADVANCEMENT TO CANDIDACY

To advance to candidacy, students must satisfactorily complete the second year empirical research paper, the third year theme essay, and a dissertation proposal and defend their dissertation proposal at a meeting of their advancement to candidacy committee.

Advancement to Candidacy Requirements

| Requirement | Evaluating Body | Oral Defense? | Stage Achieved |
|--|---|----------------------|---|
| Publishable Empirical Paper based on Year 2 Research Project | 2-person committee including advisor and one other faculty appointed by program director | No | Can be used for M.A. degree (either terminal or stepping stone) |
| Theme Essay | 2-person committee including advisor and one other faculty appointed by program director | No | Internal department requirement; no formal advancement |
| Dissertation proposal | 5-person advancement to candidacy committee (must include at least 3 DoE faculty and at least 1 outside member) | Yes | Advancement to candidacy |

Dissertation Proposal

The third paper requirement for advancement to candidacy consists of a comprehensive dissertation proposal (ordinarily at least 30 double-spaced pages, plus references) that introduces the background and significance of the proposed dissertation research; presents the theoretical and conceptual framework of the study, including how it builds on prior research on the topic; and thoroughly explains the methodological approach of the study, detailing matters such as selection of research sites and subjects/participants, development of instruments or description of data sources, and explanation of how data will be collected and analyzed. The proposal should be developed in close consultation with the student’s dissertation advisor and will be defended at a meeting of the student’s advancement to candidacy committee.

Confirming An Advisor

When students enter the program, they are assigned an advisor who is considered a close match with the student's research interests. As the student prepares to advance to candidacy, s/he may either confirm the current advisor as the dissertation advisor/Chair of the Candidacy Committee or select a different faculty member to become the dissertation advisor.

The dissertation advisor plays a strong role in the development of the dissertation proposal and assists with the selection of the five-member candidacy committee. The advisor also determines when the student is prepared to go before the candidacy committee for proposal defense and when the student is prepared to present the final dissertation defense.

Committee Formation

The candidacy committee must have five members, with at least three members from the UCI Department of Education (one of whom is the student's dissertation advisor who serves as Chair of the Candidacy Committee) and at least one UCI Senate faculty member from outside the Department of Education, in correspondence with Regulation 918 of the Manual of the Irvine Division of the Academic Senate.

Information on committee formation is available in UCI Senate Regulation 918 at: http://www.senate.uci.edu/senateweb/default2.asp?active_page_id=726

Candidacy Examination: Defense of Dissertation Proposal

General Procedures!¹

The candidacy examination (oral qualifying examination) is the step within the Ph.D. program that results in advancing to candidacy. The examination covers the student's dissertation proposal. During the examination the student will make an (illustrated) oral presentation of the dissertation proposal and may also report on the prior research in the publishable research report covering the Directed Research activity, especially if the directed research report and dissertation proposal are related. In evaluating the basis for advancement to candidacy, the candidacy committee will consider the student's dissertation proposal, as well as the more general disciplinary, content, and methodological knowledge required to undertake successful dissertation research.

In advance of the candidacy examination, the student will send the dissertation proposal to the five candidacy committee members at least three weeks prior to the date of the exam.²

¹ The precise form and content of each Candidacy Examination are determined by the student's Candidacy Committee.

² Students should be advised that scheduling a day and time that meets the needs of five Committee members and the student could take up to two months

The student should be prepared for the candidacy examination to be up to two hours in length. The components of the examination are listed below, although the order may depart from this on occasion.

1. Student summarizes and discusses dissertation proposal (approximately 10-15 minutes).
The presentation should include:
 - a. topic and its significance
 - b. review of literature
 - c. questions/hypotheses to be explored and their significance
 - d. data collection procedures
 - e. data analysis methods
 - f. anticipated contribution to the field
2. Student responds to questions from committee members about dissertation proposal (45 minutes to 1.5 hours).
3. Student leaves the room while committee discusses student's performance (10-30 minutes).
4. Student returns and is given the committee's response. In some cases, student is asked to summarize changes to be made based on the committee's responses.

The final vote and recommendation of the committee must be unanimous. If the committee votes to recommend candidacy, each member signs *Ph.D. Form I* (See section following on Advancement to Candidacy.)

In the event that the committee requires substantive changes to the dissertation proposal which it wishes to review, or for some other reason is not prepared to immediately recommend candidacy, the signatures will be postponed. The committee may request changes in the proposal that it considers to be of a technical nature and which it does not deem necessary to review. The student may be asked to produce a memorandum of understanding (MOU) that incorporates a description of these revisions. Once the members of the committee have accepted the student's MOU, the signatures are obtained.

If there are more important, substantive, changes requested by the committee, the student will be asked to modify the original proposal and submit it to the committee members, and the candidacy examination will be re-convened to conclude the examination. This re-convening must occur within three months.

If the committee does not believe that even a revised proposal is likely to be acceptable, it may choose to fail the candidate. The candidate has three months from that point to produce a new dissertation proposal, convene a new committee, and re-take the candidacy examination as specified in Regulation 467 of the Irvine Division of the Academic Senate.

Students who fail their candidacy examination may, at the discretion of the Steering Committee, be permitted to complete a terminal master's degree in accordance with the requirements of the M.A. program.

Advancement to Candidacy

When all five members of the candidacy committee have voted to recommend advancement to candidacy, each member signs *Ph.D. Form I* [<http://www.grad.uci.edu/forms/index.htm>]

On this form the committee also indicates who will serve on the student's three-person doctoral committee.

The student brings the *Ph.D. Form I* to the UCI Cashier's Office and pays the Advancement to Candidacy Fee. The Cashier validates the *Ph.D. Form I*, and this signed and validated form serves as the formal application, submitted by the student, for advancement to candidacy.

The student submits the validated form to the Office of Research and Graduate Studies, 120 Administration Building. The student is notified by the Office of Research and Graduate Studies of his or her formal Advancement to Candidacy.

For additional information, see Senate Regulation 915 for Advancement to Candidacy regulations: http://www.senate.uci.edu/senateweb/default2.asp?active_page_id=725

DEFENSE OF DISSERTATION

Dissertation Committee

Following advancement to candidacy, the student commences or continues work on a dissertation of original research under the guidance of a dissertation committee composed of three faculty members, at least two of whom will be members of the UCI Department of Education (including the Chair of the Candidacy Committee). The Chair of the Dissertation Committee is the dissertation advisor.

Information about Senate Regulation 920: General Regulations for Doctoral Committee is available at:

http://www.senate.uci.edu/senateweb/default2.asp?active_page_id=727

Dissertation Defense: Procedures

The dissertation defense consists of a public oral defense of the dissertation during which the candidate addresses the theoretical and conceptual framework, methodology, findings, and implications of the study. The student will be required to defend the dissertation to public questioning, as well as to that of the dissertation committee. All members of the committee must approve the dissertation for it to pass and for the candidate to receive the doctoral degree.

The dissertation defense is typically conducted within a two-hour time period. Approximately the first half hour is devoted to the presentation of the dissertation by

the candidate. Another hour or so is for questions from the committee members. The remaining half hour is time in which the committee discusses its recommendation(s) and communicates them to the candidate.

1. Presentation of Dissertation by Candidate: Twenty-five (25) Minutes

The candidate is expected to provide a concise description of the dissertation. In doing so, the candidate is expected to describe:

- a. Problem examined and its importance
- b. Research methodology (e.g., sample, data collection, data analysis)
- c. Findings of the study
- d. Study conclusions and implications

2. Questions Asked by Dissertation Committee Members: One (1) Hour

Dissertation committee members ask the candidate questions that they consider warrant discussion with the candidate prior to approval of the dissertation. These questions may pertain to such matters as why particular approaches were or were not taken by the candidate, the meaning of the data contained in the dissertation, or the relationship of the dissertation findings to other studies.

3. Concluding Statement by Candidate: Ten (10) Minutes

During this period, the candidate may be asked to make concluding comments. This is an opportunity for the candidate to clarify unresolved issues. The candidate may wish to return to specific questions asked by committee members if he or she has more information to add. In addition, the concluding statement might address areas for future research. As applicable, this might relate to both (a) further analyses to address issues raised by the committee and (b) additional questions for study that derive from the dissertation research and which the candidate considers important. Finally, the candidate should end with a brief concluding statement. It should summarize the significance of the dissertation in terms of the contribution it makes to the area of study.

4. Discussion by Dissertation Committee Members (20 Minutes)

Committee members discuss the candidate's dissertation and defense of it and will vote on whether to (a) approve it, (b) approve it with minor modifications, or (c) request additional work on it. Approval of the dissertation (a or b) requires a unanimous vote of the three committee members. In the event that additional work is needed, an MOU or similar written agreement should be considered.

In the event the student fails the dissertation defense, he or she will have one additional opportunity to attempt it again, as specified by Regulation 467 of the Irvine Division of the Academic Senate.

The committee's decision is communicated immediately to the candidate.

At the conclusion of a successful defense, the candidate and the committee members sign Ph.D. Form II [<http://www.grad.uci.edu/forms/index.htm>], which subsequently

is delivered to Graduate Studies. All members also sign the title page of the accepted dissertation as specified in the University Archives Dissertation Manual (see section following) and required by Senate Regulation 925:
http://www.senate.uci.edu/senateweb/default2.asp?active_page_id=728

Dissertation Manual

The UCI Thesis and Dissertation Manual, updated yearly, is available online through University Archives:
http://www.lib.uci.edu/libraries/collections/special/uci_td/tdmanual.html

Filing Fee

Under certain circumstances, Ph.D. students who have completed all requirements for the degree except “official” submission of the dissertation may be eligible to pay a [Filing Fee](#) in lieu of registration if approved by the academic unit and the Graduate Dean.

Filing fee information is available at: http://www.grad.uci.edu/current/filing_fee.htm

Dissertation Submission Deadlines

Students must submit their thesis/dissertation by the deadline for the quarter in which the degree is to be conferred. Friday of the tenth week of classes is the deadline for submitting theses and dissertations during each quarter.

Information about university deadlines is available at:
http://www.grad.uci.edu/current/filing_deadline.htm

Dissertation Approval

Members of the Doctoral Committee certify that a completed dissertation is satisfactory by signing the title page of the accepted dissertation, as specified by UCI Senate Regulation 925:
http://www.senate.uci.edu/senateweb/default2.asp?active_page_id=728

Dissertation Acceptance

Procedures for submitting the dissertation are available at the UCI Library Archives website: http://www.lib.uci.edu/libraries/collections/special/uci_td/td5.html

Forms for Dissertation Approval, Diploma and Commencement, and Degree Certification Request are available at the Research and Graduate Studies website:
http://www.grad.uci.edu/current/doc_doctoral.htm

SATISFYING DEGREE REQUIREMENTS FOR GRADUATING

Information about satisfying degree requirements for graduation is available at: http://www.grad.uci.edu/current/degree_req.htm

COMMENCEMENT INFORMATION

Commencement information is available at: <http://www.commencement.uci.edu/>

UNIVERSITY POLICIES

Time to Degree Policy

Students will be admitted on a full-time basis and will typically complete course work in two years. Average time for advancement to candidacy will be three years and, for completion of dissertation, five years. The following table indicates the normal time for completion of course work and the normal and maximal times for advancement to candidacy and completion of the doctoral degree. These normal and maximal times for completion of a doctoral degree are consistent with that of Ph.D. programs within the University of California system.

| Normal Time for Completion of Course Work | Advancement to Candidacy | | Completion of Doctoral Degree | |
|---|--------------------------|--------------|-------------------------------|--------------|
| | Normal Time | Maximum Time | Normal Time | Maximum Time |
| 2-3 years | 3 years | 5 years | 5 years | 7 years |

A sample program of study in conformance with a normal time to degree would be as follows:

| | Fall | Winter | Spring | Summer |
|---------------|------------------------------|--|------------------------------|---|
| Year 1 | <i>Three courses</i> | <i>Three courses</i> | <i>Three courses</i> | <i>Complete first year research project</i> |
| Year 2 | <i>Three courses</i> | <i>Three courses</i> | <i>Three courses</i> | <i>Complete second year research project</i> |
| Year 3 | <i>One course</i> | <i>One course Complete theme essay</i> | <i>One course</i> | <i>Complete and defend dissertation proposal and advance to candidacy</i> |
| Year 4 | <i>Dissertation research</i> | <i>Dissertation research</i> | <i>Dissertation research</i> | <i>Dissertation research</i> |
| Year 5 | <i>Dissertation research</i> | <i>Dissertation research</i> | <i>Dissertation research</i> | <i>Complete and defend dissertation and graduate with Ph.D. degree</i> |

Because the specializations of the program are unlikely to map out closely with students' prior graduate work, there will be no general reduction of requirements or time to degree for students with a prior master's degree. However, students may request to have individual courses waived by submitting a petition requiring the approval of both the Director and the Department Chair. It is anticipated that students who have already completed a master's degree may be able to complete their dissertation research in less than two years. Therefore, the normal time to degree for students who have completed a prior master's degree in an area closely related to their doctoral studies may be four years.

Academic Standards for Students: Progress Toward Degree³

Satisfactory Progress

A graduate student is expected to maintain satisfactory progress toward an approved academic objective as defined by the faculty of the program, and in accordance with policies of the Graduate Council and the University. It is important that the academic record of the student be assessed each quarter to confirm satisfactory progress.

Satisfactory progress is determined on the basis of both the student's recent academic record and overall performance. Criteria for determining satisfactory progress toward degree are:

- GPA - the student must maintain at least a 3.0 cumulative grade point average.
- Normal Time to Degree – the student must advance to candidacy and complete the degree within the limitations established by UCI's Graduate Council (March 2004). A student exceeding the maximal time to degree shall be deemed not to be making satisfactory progress toward their degree; moreover, they shall not receive University resources (e.g., financial aid, TA-ships, housing, etc.). Normal Time to Degree for each graduate program is listed in the [General Catalogue](#).
- Grade Reports - all I, W, or NR grades should be reviewed and appropriate action taken as needed.
- P/NP - no courses graded "Pass" are to be included as part of the advanced degree program, nor are they to be considered as satisfying academic criteria for University-administered fellowships and academic appointments/employment.
- Enrollment Units - students must be enrolled for at least 12 graduate or upper-division units of credit each quarter, including credit for supervised teaching and research, unless part-time status or an academic leave of absence has been approved in advance by the Graduate Dean. In cases of approved part-time status, enrollment in eight (8) or fewer units of credit toward the degree is expected each quarter.
- Distribution of units - the number of upper-division and graduate-level units of credit completed toward degree requirements each quarter should be at least eight and no more than 16 units, unless an exception has been approved in advance.
- Residency - time in residence prior to advancement to candidacy for the Ph.D. or professional doctorate degree should be within acceptable limits (ordinarily, no more than four years).

³ From UCI Graduate Advisor's Handbook 2006, VI. Academic Standards for Students, A. Progress Toward Degree, pages 50-51.

*Unsatisfactory Progress*⁴

A graduate student who has not demonstrated satisfactory academic progress is not eligible for any academic appointment/employment and may not receive fellowship support or other awards. Criteria for Determining Unsatisfactory Progress include:

- An overall grade point average below 3.0; or
- A grade point average below 3.0 in two successive quarters; or
- Fewer than 24 units completed and applicable toward the advanced degree requirements in the last three quarters; or
- Failure to complete required courses or examinations satisfactorily within the period specified by the graduate program; or
- Failure to pass a required examination in two attempts; or
- Failure to progress academically within the Normal Time to Degree framework specified for the student's graduate program; or
- The appropriate faculty committee's evaluation that there has not been satisfactory progress toward completion of the thesis or dissertation.

Continuous Registration Policy⁵

A graduate student is expected to register for each regular academic session (Fall, Winter, and Spring quarters) until all requirements for an advanced degree have been completed, including final examinations and the submission of an approved thesis or dissertation. Registration at UCI consists of two separate steps, payment of fees and enrollment in classes, and both must be completed for a student to be officially registered.

Registration may be accomplished either in person, or online via WebReg: <http://www.reg.uci.edu/registrar/soc/webreg.html>. The option to enroll in classes via WebReg is available through the second week of classes only. Beginning the third week of classes, Add/Drop/Change cards must be used to enroll.

Graduate Standards for Grading⁶

For a graduate student, only the grades A+, A, A-, B+, B, and S represent satisfactory scholarship, and only course work in which these grades are received may be applied toward degree requirements. If the student has a grade point average of at least 3.0 in all courses applicable to the degree, one UCI course in which a grade of B- is earned may be accepted by the petition process in partial satisfaction of the degree requirements. Graduate students may not apply courses graded Pass/Not Pass toward any degree or satisfactory progress requirements. A grade point average below the B level (3.0 on a 4.0 scale) is not satisfactory, and a student whose grade point average is

⁴ Unsatisfactory academic progress may be determined on the basis of explicit requirements such as those outlined above. However, the professional judgment of the faculty, upon review of all graduate work undertaken by the student, is paramount, and the faculty of a particular academic unit may establish more restrictive criteria for satisfactory academic progress.

⁵ From UCI Graduate Advisor's Handbook, 2006, C. Registration Policy, 1. Continuous Registration Policy, page 42.

⁶ From UCI Graduate Advisor's Handbook 2006, Graduate Standards for Grading, pages 52-53.

below that level is subject to academic disqualification. The minimum grade point average standards, as stated in this manual, are minimum UCI requirements. Individual academic unit faculty retain the prerogative to apply stricter standards for graduate students within their academic unit.

Incomplete (I)

The grade Incomplete (I) should be given only when a student's work is satisfactory but is incomplete because of circumstances beyond the student's control, and when the student has been excused in advance from completing the quarter's work. The I grade should not be assigned when the student is working on a long-term project that is scheduled over more than one quarter of enrollment. In such cases, if the project is on schedule, the In Progress (IP) grade should be assigned. When no action is taken to replace an IP notation with a final grade, the IP will be changed to an Incomplete. Incompletes arising in this manner may not be replaced by another grade or notation. Finally, the grade I should also not be assigned when the student has completed no significant amount of work, or when it was unsatisfactory. The number of Incomplete grades accumulated by a student should be monitored and limited carefully, and should be removed as soon as possible. Incomplete grades are an important factor in evaluating academic progress as well as in determining eligibility for employment. The maximum amount of time that an instructor may allow for making up incomplete work is three quarters of enrollment, but stricter limits may be applied. When work is completed within the time allowed, the student should ask the instructor to submit a change of grade notice to the Registrar. The general procedure is to process such requests with the approval of the Associate Dean for Graduate Affairs of the school in which the course was offered. If not made up within the time allowed, an I grade is recorded permanently. Ordinarily, I grades do not affect GPA. However, when computing GPA to determine whether the student meets the minimum GPA requirement for graduation (3.0), I grades are counted as "F."

Academic Leave of Absence⁷

A student is expected to enroll for each regular academic session unless a formal Academic Leave of Absence is granted. A Leave of Absence may be granted for up to one academic year (3 quarters) if, following review of the student's academic record, it is deemed consistent with the student's academic objectives and progress toward degree. Written approvals are required of the Faculty Graduate Student Advisor and/or the school's Associate Dean for Graduate Affairs and the Graduate Dean. It is important that applications for Leave of Absence status be submitted to the Graduate Dean (120 Administration, Attn: Karina Garcia) prior to the beginning of the quarter for which approval is sought, so that a student whose application is not approved will be able to enroll prior to the deadline.

If an Academic Leave of Absence request was approved and the student subsequently becomes ineligible for LOA status (e.g., GPA falls below 3.0 in the quarter prior to leave), approval for LOA status will be rescinded. The student who will be absent from the campus while continuing to pursue graduate research outside the State of California should register In-absentia. The student who must leave the academic program for

⁷ From UCI Graduate Advisor's Handbook 2006, 4. Academic Leave of Absence, pages 43-44.

more than three quarters should withdraw and apply for readmission at the time he or she expects to resume graduate study at UCI.

Purpose

An Academic Leave of Absence is intended to cover the temporary interruption of the student's academic program. The reason(s) for requesting an LOA must be consistent with University policy and guidelines as outlined below, and with the student's academic program guidelines.

Eligibility Guidelines

A leave may be granted when a student plans to be away from the University of California for one of the following reasons:

- 1) Serious illness or other temporary disability.
- 2) Concentration on an occupation not directly related to the student's academic program.
- 3) Responsibilities related to family obligations.
- 4) Temporary interruption of the student's academic program for other appropriate reasons.

Limitations to LOA

Leave of Absence policy does NOT apply under the following circumstances:

- 1) If a student will be absent from the campus and outside California while continuing to pursue graduate research or scholarly activity. (Students engaged in such activity outside California must register In-absentia.)
- 2) If a student must leave the academic program for more than three quarters. Under such circumstances students should withdraw and apply for readmission at the time he/she expects to resume graduate study at UCI.
- 3) If a student requests such action retroactively.
- 4) If a student has not completed at least one quarter of graduate study at UCI.
- 5) If a student has not demonstrated satisfactory academic progress. (Please refer to Progress toward Degree above.)

Procedures for Requesting an Academic Leave of Absence

A request for a Leave of Absence requires submission of an OGS Academic Leave of Absence form, available on the website listed below. The form should be submitted to Office of Research and Graduate Studies, 120 Administration, prior to the registration deadline for the quarter requested. A request for leave submitted after the end of the second week of classes will be granted by exception only. In such cases the department must submit a letter of exception attached to the LOA form, and signed by the department Faculty Advisor or Chair and Associate Dean for Graduate Affairs, as applicable. In those cases where the fees have been paid, a Cancellation/Withdrawal (C/W) form, available from the Registrar's Office or Office of Graduate Studies (120 Administration) must also accompany the LOA form in order to obtain a refund. If the leave is not approved, the forms must be submitted prior to the registration deadline for the quarter requested in order to avoid payment of late registration fees. An Academic Leave of Absence may be terminated at the written request of the student before the end of the approved leave period.

Leave of Absence Information and forms are available at:

<http://www.grad.uci.edu/forms/index.htm>

Senate Policy on Academic Honesty⁸

The consequences of failing to uphold the academic honesty policy are published in the UCI General Catalogue and are also available at

http://www.senate.uci.edu/senateweb/default2.asp?active_page_id=754

Students are expected to become familiar with this policy.

Students who fail to uphold their fundamental academic obligation are subject to consequences that might range from lowering a grade to campus-wide sanctions, up to and including dismissal.

Examples of conduct that fall under the aegis of the policy on academic honesty include, but are not limited to, plagiarism, cheating, stealing of exams, falsifying the record of their work, or collusion in such dishonest activities.

When faculty suspect academic dishonesty, they need to follow due process guidelines and investigate their suspicions promptly and fairly. Minimally, due process requires that suspected students be given clear and prompt notice of the suspicion and the opportunity to confront or rebut the evidence that gave rise to the suspicion. Some procedures for implementing the policy can also be found in the UC-UCI document Policies Applying to Campus Activities, Organizations, and Students, available at: <http://www.ucop.edu/ucophome/coordrev/ucpolicies/aos/toc.html>

⁸ Approved by the Irvine Division on 6/2/88, revised 12/12/96; revised 10/12/00, from UCI Graduate Advisor's Handbook 2006, E. UCI Academic Senate Policy on Academic Honesty, page 56.

APPENDICES

Appendix A: Ph.D. Program Benchmark: Student and Advisor Worksheet

Appendix B: Dissertation Proposal Defense Student Checklist

Appendix A

Ph.D. Program Benchmarks: Student and Advisor Worksheet

Key D = Department
 A = Advisor
 S = Student

| <i>Target Date</i> | √ | <i>Activity</i> | <i>Responsibility</i> |
|--------------------|---|--|--|
| Welcome Week | | Receive assignment of advisor | D |
| Fall – Year 1 | | <input type="checkbox"/> Meet with advisor <input type="checkbox"/> Discuss proposed program of study <input type="checkbox"/> Review first year expectations <input type="checkbox"/> Discuss meeting schedule for year | S S/A S/A S/A |
| Winter – Year 1 | | <input type="checkbox"/> Meet with advisor <input type="checkbox"/> Review course work <input type="checkbox"/> Discuss progress | S S/A S/A |
| Spring – Year 1 | | <input type="checkbox"/> Meet with advisor <input type="checkbox"/> Review course work <input type="checkbox"/> Discuss progress <input type="checkbox"/> Discuss summer research plans/other <input type="checkbox"/> Work on First Year Research Project | S S/A S/A S/A S |
| Summer 1 | | <input type="checkbox"/> Prepare report on academic progress (Year 1 APR) <input type="checkbox"/> Complete first year research project <input type="checkbox"/> Prepare research project findings for AERA-style poster session | S S S |
| End of Summer | | <input type="checkbox"/> Submit Year 1 APR to advisor | S |
| Fall – Year 2 | | <input type="checkbox"/> Meet with advisor <input type="checkbox"/> Discuss academic progress report <input type="checkbox"/> Discuss Year 2 program of study <input type="checkbox"/> Review proposed topic for Year 2 Empirical Paper <input type="checkbox"/> Discuss potential conference attendance/presentation <input type="checkbox"/> Set meeting schedule for Year 2 <input type="checkbox"/> Present research findings at DoE Fall Poster Session | S S/A S/A S/A S/A S/A S |
| Winter – Year 2 | | <input type="checkbox"/> Meet with advisor <input type="checkbox"/> Discuss progress on empirical paper <input type="checkbox"/> Begin exploring options for dissertation support | S S/A S/A |
| Spring – Year 2 | | <input type="checkbox"/> Complete course work <input type="checkbox"/> Decide on optional MA degree | S S/A |
| Summer 2 | | <input type="checkbox"/> Complete empirical paper <input type="checkbox"/> Discuss submission for publication with advisor <input type="checkbox"/> Work on Dissertation Proposal <input type="checkbox"/> Prepare report on academic progress (Year 2 APR) | S S/A S S |
| End of Summer | | <input type="checkbox"/> Submit Year 2 APR to advisor | S |
| Fall – Year 3 | | <input type="checkbox"/> Meet with advisor <input type="checkbox"/> Discuss academic progress report <input type="checkbox"/> Discuss Third Year Theme Essay <input type="checkbox"/> Discuss Proposal Development <input type="checkbox"/> Discuss IRB submission <input type="checkbox"/> Set yearly meeting schedule <input type="checkbox"/> Discuss options for committee selection <input type="checkbox"/> Work on Theme Essay | S S/A S/A S/A S/A S/A S/A S |
| Winter – Year 3 | | <input type="checkbox"/> Meet with advisor <input type="checkbox"/> Submit Theme Essay | S S |

| | | | |
|-----------------|--|---|---|
| Spring – Year 3 | | <input type="checkbox"/> Meet with advisor | S |
| Summer 3 | | <input type="checkbox"/> Prepare report on academic progress (Year 3 APR) | S |
| End of Summer | | <input type="checkbox"/> Submit Year 3 APR to advisor | S |
| Year 4 | | <input type="checkbox"/> Minimum: quarterly meetings with advisor: discussion topics TBD | S |

Appendix B

Dissertation Proposal Defense

Student Checklist

| √ | <i>Task</i> | <i>Notes</i> |
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| | <p>With advisor, identify five potential committee members (advisor, three DOE or affiliate faculty members, and one member from outside the field of education - tenured or tenure-track faculty)</p> <p><i>Note: one exception allowed per committee upon approval from Grad Division. If one member is an exception, complete exception request form, attached a CV for exception faculty if not from UCI, and deliver to Program Coordinator (nchrste@uci.edu)</i></p> | |
| | Contact faculty members to determine willingness to serve on committee | |
| | Once committee members agree to serve, inform Program Coordinator for record-keeping purposes (nchrste@uci.edu) | |
| | <p>When advisor approves that proposal ready to go before committee:</p> <ul style="list-style-type: none"> • contact committee members to arrange a compatible day and a two-hour time block for the defense • research availability of Berkeley Place 2005 or 2001 and reserve for defense (contact Elysia Dagert in Student Affairs edagert@uci.edu) • confirm defense day, time, and location via email to committee, with copy to Program Director (markw@uci.edu), Program Coordinator (nchrste@uci.edu), Facilities Manager (darrylb@uci.edu), Tech Support (gse-tech-help@uci.edu), and Communications (gse-comm@uci.edu) • distribute electronic and hard copies of proposal to committee members at least two weeks prior to defense date | |
| | Consult with Student Affairs Officer to confirm transcript record of courses (Leora Fellus: lfellus@uci.edu) | |
| | Contact tech support (gse-tech-help@uci.edu) to arrange for technology needs (computer, audiotaping, videotaping [recommended]) | |
| | Complete relevant parts of Ph.D. Form 1 (student portion, names and department of committee members on page 1, conflict of interest statement on page 3) to bring to defense | |
| | If using PowerPoint slides, either send in advance to committee members or bring print-outs on day of defense or both | |
| | Prepare and rehearse presentation (recommended length – 15 minutes) | |

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| | <p>On day of defense</p> <ul style="list-style-type: none"> • check room in advance and arrange to your liking • bring water for self • if defense is successful, ask committee members to sign Ph.D. Form I <p><i>Note: advisor may elect to hold signed form until designated modifications have been made</i></p> | |
| | <p>Following defense, ask advisor to</p> <ul style="list-style-type: none"> • inform Program Coordinator (nchriste@uci.edu) of defense outcome and title of proposal • write an email to send to the department announcing the successful defense | |
| | <p>When all committee members have signed Ph.D. Form I,</p> <ul style="list-style-type: none"> • place in Graduate Faculty Advisor’s mailbox for signature. Include directions for return to you. • next place in Chair’s mailbox for Chair’s signature. Include directions for return to you. • When all signatures have been obtained, star the committee members who will serve on the final defense committee. | |
| | <p>Take fully signed form and check for \$65 to Aldrich Hall (Administration). Check is delivered to cashier, who will stamp the Ph.D. Form I. Stamped Ph.D. Form I is taken to Grad Division on lower floor.</p> | |
| | <p>Letter of confirmation of advancement to candidacy and copy of recorded Ph.D. Form I will be sent to Program Coordinator for delivery to student</p> | |